RESEARCH ROUNDS
Monday, November 22, 2021
12:00 – 1:00 pm
https://us02web.zoom.us/j/84922602325?pwd=Z2FhZEN5c3dIVkk1ZXZER1NULzVkUT09

A note about webcams: We understand that sometimes bandwidth issues or other technical problems may interfere, but recommend that, if possible, the audience keep their webcams on throughout the rounds.

PRESENTATION 1: 12:00-12:30
Integrating cognitive theory of multimedia and self-regulated learning theory to support the principled design of digital learning technologies
Authors: Adam Gavarkovs ScM, MA & Ryan Brydges PhD

When educators teach with digital technologies (e.g., web-based teaching modules, virtual patient simulations, immersive virtual reality simulations, serious games), they must make sure that technologies are carefully designed and delivered to ensure both educational and cost effectiveness. However, the dynamic and evolving nature of digital technologies, the learners who interact with them, the learning objectives they serve, and the contexts in which they are delivered means that simply applying a ‘checklist’ of instructional design strategies when designing digital technologies is unlikely to be optimally effective. Instead, educators need to be able to flexibly adapt and apply instructional design strategies in response to the demands of a situation.

How can educators develop this flexibility? Conceptions of adaptive expertise suggest that educators must know what instructional design principles they can apply, as well as why a strategy works in a situation. Theories of learning provide such procedural knowledge (i.e., knowing what) and conceptual knowledge (i.e., knowing why) by sketching out the processes involved in learning and linking these processes to instructional design strategies. In this presentation, we will describe a novel, integrated framework combining: (1) the cognitive theory of multimedia learning, which describes the cognitive processes underlying how individuals learn from multimedia instruction, and (2) self-regulated learning (SRL) theory, which describes how individuals strategically engage with instruction in a goal-directed manner. We argue that integrating these two theoretical perspectives affords a deeper understanding of how learners engage with digital learning technologies. For educators, our framework offers a conceptual knowledge base describing how learners engage (or not) within the common situations that digital technologies are delivered, and it offers a procedural knowledge base of evidence-informed instructional design strategies. For researchers, our framework offers a foundation for identifying and testing novel instructional design strategies that can subsequently be taken up by educators, which reflects the empirical focus of our current research.

PRESENTATION 2: 12:30-1:00
Educational Design considerations for development of a Mental Health- and Substance Use-Related Structural Stigma Training Module.
Authors: Thomas Ungar MD, MEd, Javeed Sukhera MD, PhD, & Stephanie Knaak PhD

This presentation will provide insight into the idea and development of an education training module as part of an overall strategy to address Mental Health and Substance Use-Related Structural Stigma in health care contexts. Curriculum Design considerations include elements of transformative learning, reflection, interactivity, personal experience stories, testimonial, and knowledge content acquisition. Examples of prototype quality of care design measures as concrete examples to contextualize structural stigma in health care contexts will be shared as a potential method to enhance education and learning. The target learner audience for this project include Health leaders, change-makers, and agents of change working in healthcare and mental health organizations. Participants may be health professionals, peer supporters, people with lived or living experience of mental health problems or illnesses and/or substance use (PWLLE), and/or family, natural supports, or caregivers of a PWLLE.

Select References:
https://journals.lww.com/academicmedicine/Abstract/9000/Dismantling_Structural_Stigma_Related_to_Mental.96502.aspx
https://mentalhealthcommission.ca/structural-stigma/